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ABSTRACT

A program was conducted to implement a "regular high school" adult diploma program built on a school-to-work philosophy and operated through a two-county, multidistrict lifelong learning consortium in Pennsylvania. The project also provided a rural, cooperative program model ready for replication in other areas in order to provide targeted adults an alternative to the General Educational Development Test. The project used an approved academic and life skills curriculum based on the strategic plans and standards of the participating districts and a graduation portfolio guidebook based on the accomplishments of the previous year. Students had to attend 90 hours of class instruction in the core high school academic subject areas, as well as to complete a graduation portfolio project. The project resulted in an 80 percent retention rate and a 100 percent positive student approval rate. (The student graduation portfolio handbook outlining standards for completion in math, English, social studies, health and science, and career exploration is included in the project report.) (KC)

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RURAL CO-OPTIONS FOR LIFELONG LEARNING: IMPLEMETATION

A 353 FINAL REPORT

FUNDING YEAR 1997-1998

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RURAL CO-OPTIONS FOR LIFELONG LEARNING: IMPLEMENTATION

Project #98-8008

A 353 Final Report

Funding Year 1997-98

Schuylkill Intermediate Unit #29

Maple Avenue

P.O. Box 130

Marlin, PA 17951

Phone #(717) 544-9131

Fax #(717) 544-6412

Federal Funding of Project $10,871

Submitted by:
Lyn Leto
Coordinator of Special Services
Schuylkill Intermediate Unit #29
Lifelong Learning Center
Schuylkill Mall, Rt. 61
Frackville, Pa 17931
Phone #874-0137
Fax #874-1213

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ABSTRACT PAGE Project #98-8008

Grant Recipient: The Schuylkill Intermediate Unit #29
Maple Avenue P.O. Box 130
Marlin, Pa 17901 (717) 544-9131

Grant Allocation: $10,871

Project Period: July 1, 1997-June 30, 1998

Project Director: Lyn Leto
Coordinator of Special Services
Schuylkill Intermediate Unit #29
Lifelong Learning Center Schuylkill Mall, Rt. 61
Frackville, Pa 17931 (717) 874-0137

Project Purpose: To implement an Adult Diploma Program for Adults built upon a School-to-Work philosophy and operated through a unique, two-county, multi-district Lifelong Learning Consortium; to have a rural, cooperative program model ready for replication to other areas wishing to provide targeted adults an option to the GED.

Project Outcomes: This project has accomplished its universal goal, but has not served the number of adults projected.

Impact: The project has produced a replicable rural model of an Adult High School Diploma Program, complete with a School-to-Work curriculum, a Graduation Portfolio Guide, and a working plan for program continuation.

Project Continuation: This program has now become part of our 322 design.

Final Products:

1. 90 Hour Academic Curriculum
2. Life Skills Curriculum
3. Graduation Portfolio Guide Book

Conclusions: This program shows great promise for growth to include more districts as consortium members. Because of its School-to-Work curricular base it has great potential to become an important part of our region's Workforce Development as well as an excellent model for other rural counties seeking to add literacy options and increase skill levels of adult students.

Products Available From:

Pennsylvania Department of Education
Bureau of Adult Basic & Literacy Education
333 Market Street, 12th Floor
Harrisburg, Pa 17126-0333

Advance State Literacy Resource Center
333 Market Street, 11th Floor
Harrisburg, Pa 17126-0333

Western Pa. Adult Literacy Resource Center
5347 William Flynn Hwy. Rt. 8
Gibsonia, Pa 15044-9644

INTRODUCTION

Rationale

Schuylkill County, a predominantly rural area, is home to 152,585 people, of whom 14.8% of the adults lack a high school diploma. One adjacent rural county has a similar population also in need of an opportunity to complete their high school education. Although the GED answers the needs of many of these people, the opportunity to earn a regular high school diploma would enable additional people to meet currently unattainable goals: joining the armed forces; enrolling in studies leading to a Registered Nursing degree; enjoying enhanced preparation and greater prestige in applying to colleges and/or the job market; and/or achieving a lifelong dream of a regular high school diploma.

Using 353 grant monies during the 1996-97 funding year, The Schuylkill Intermediate Unit was able to lay the foundation for a much-needed Adult High School Diploma Program through its project, "Rural Co-Options for Lifelong Learning." Schuylkill and Northumberland counties together through a Lifelong Learning Consortium consisting of six school districts representing these counties. During the course of the project, the cooperating districts shared the responsibilities and benefits of developing a program plan that would ultimately add a "regular high school diploma" option to a menu of existing adult literacy services.

This year's 353 project, "RURAL CO-OPTIONS FOR LIFELONG LEARNING: "IMPLEMENTATION," was built upon the accomplishments of the previous year:

1. A functioning base consortium of districts representing Schuylkill and Northumberland counties.
2. A developed and approved academic and life skills curriculum based on the strategic plans and standards of the participating districts.
3. A Graduation Portfolio guide book.

Time Frame: October 1997-June 30, 1998.

Goals and Objectives:

The goals of this project were:

1. To give targeted adults living in Schuylkill and Northumberland Counties a viable option to the GED, thereby offering broader opportunities for lifelong learning leading to more productive lives.
2. To create a state model of a literacy consortium consisting of two or more rural counties working in synergy to provide a larger menu of adult literacy services that allow for options based on changing community standards and individual needs.

The objectives of this project year's 353 were:

1. To recruit, hire, and train the necessary personnel to implement the first "highschool diploma program for adults" in Schuylkill and Northumberland

Counties.

2. To implement and institutionalize a "high school diploma program for adults" as an alternative to the GED in Schuylkill and Northumberland counties.

3. To develop a plan for program continuation beyond this project year.

Personnel:

Administration: (Supervisor/Coordinator: Lyn Leto)

Directed recruitment, hiring of instructors; initiated public relations campaign and recruitment of students; planned and conducted staff development activities; administered budget; prepared and submitted all required reports; served as chairman of advisory board; elected to participate in state-wide activities disseminating program information.

Advisory Board: Superintendents/Curriculum specialists met formally October, January, and April, and informally viaphone/fax to exercise advisory responsibilities regarding hiring of personnel, advise on curriculum adjustments, and planned graduation ceremony. (The staff of the Cumberland Valley Adult diploma served as advisors to the committee.)

Instructors: One certified Math instructor and one certified English instructor served as team teachers and faculty advisors

to students in the preparation of their Graduation Portfolio project. One Workforce Education instructor facilitated students' as they completed computer literacy component of their graduation project.

Counselor: Adult Basic Education counselor served as part of the instruction team, met with students as a group as well as individually on an "as needed" basis, and also functioned as one of the advisors to students in the preparation of their Graduation Portfolio.

Dissemination:

Permanent copies of this report will be filed and available through the following sources:

Pennsylvania Department of Education
Bureau of Adult Basic & Literacy Education
333 Market Street, 12th Floor
Harrisburg, Pa 17126-0333

Advance State Literacy Resource Center
333 Market Street, 11th Floor
Harrisburg, Pa 17126-0333

Western Pa. Adult Literacy Resource Center
5347 William Flynn Hwy. Rt. 8
Gibsonia, Pa 15044-9644

PROJECT SUMMARY:

Background

It is common for teenagers who are convicted of committing felonies to be given a second chance. Records of the offense are destroyed, the offender set free. The general wisdom has been to not take away someone's chance for a productive life because of rash, unwise, or simply bad decisions made in one's youth. However, the "second chance" theory has not been applied when it comes to teens who drop out of school before graduation.

While it is true that the GED has been an available option to high school drop outs since World War II, any chance for these adults to earn a high school diploma was de minimus across the United States. In other words, convicted felons were, in effect, treated better than teenagers who dropped out of high school for any reason.

In order to remedy this injustice, progressive adult educators across the country have begun to offer adults who are high school drop outs a second chance at a regular high school diploma. Various programs are now available in certain areas of the country.

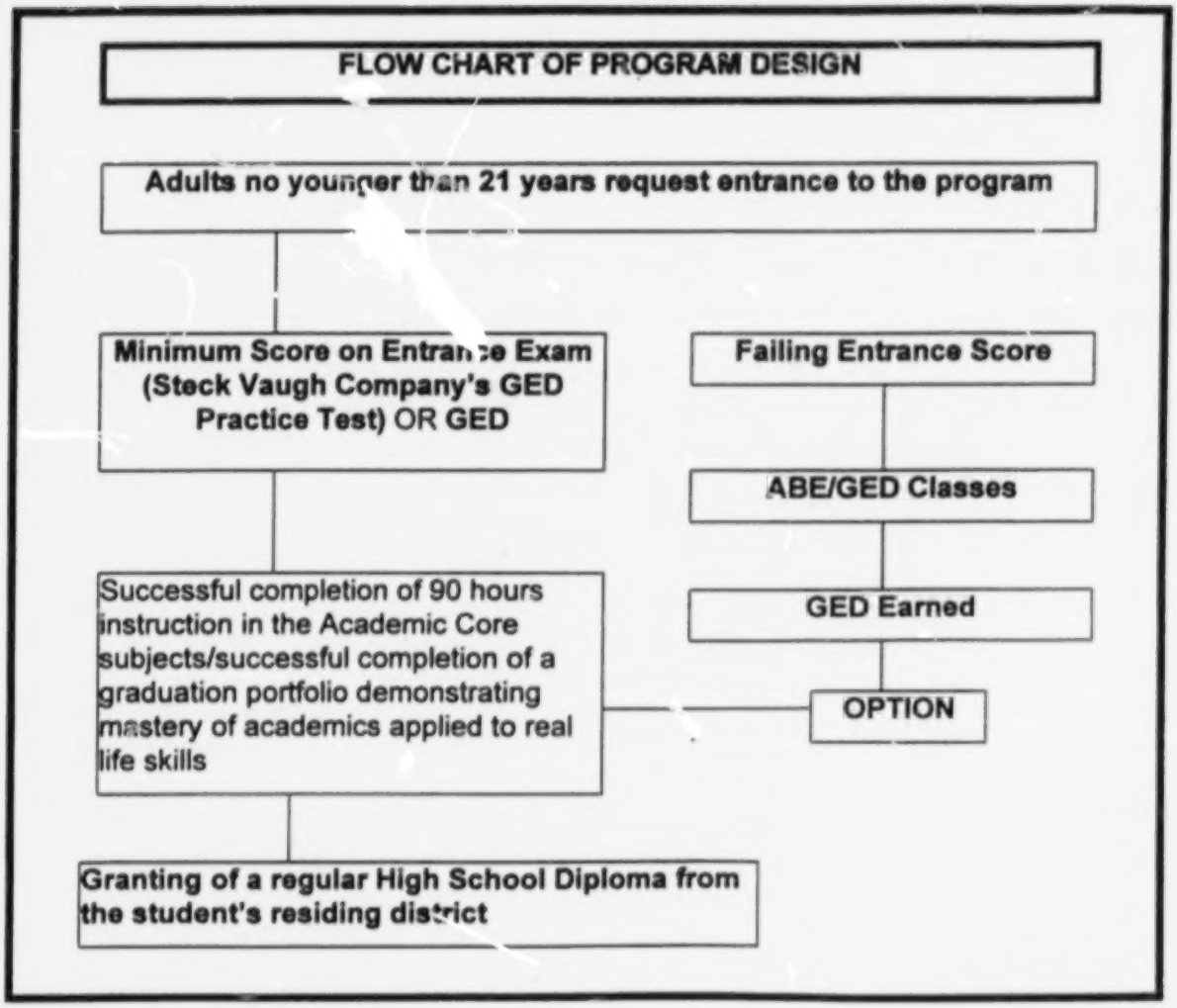
Planning Phase

Through the adult basic education network, The Schuylkill Intermediate Unit was able to study various existing adult diploma programs. As a result, we made application for a 353 grant during the 1996-97 funding year in order to plan for an adult diploma program that would meet the indigenous needs of our area.

As a result of the 1996-97 grant, we had the opportunity to do the following:

1. Study the feasibility of similar type counties that are similar in population and needs to unite in offering an expanded menu of literacy services.
2. Form a two-county Lifelong Learning Consortium consisting of six school districts: Schuylkill and Northumberland counties united with the mission to develop a viable High School Diploma Program for Adults.
3. Form an Advisory Council consisting of superintendents and curriculum specialists, to represent The Lifelong Learning Consortium.
4. Design a rural model for a High School Diploma Program using a bi-county infrastructure.
5. Have the plan presented to and approved by participating school district Boards of Education, and ready for implementation during the 1997-98 funding year.

The School Diploma Program design plan is reproduced on the following page:


FLOW CHART OF PROGRAM DESIGN
Adults no younger than 21 years request entrance to the program
Minimum Score on Entrance Exam (Steck Vaugh Company's GED Practice Test) OR GED
Failing Entrance Score
ABE/GED Classes
GED Earned
OPTION
Successful completion of 90 hours instruction in the Academic Core subjects/successful completion of a graduation portfolio demonstrating mastery of academics applied to real life skills
Granting of a regular High School Diploma from the student's residing district

Implementation 1997-98:

With the planning phase accomplished, The Schuylkill Intermediate Unit applied to two different sources of funding in order to implement the program, and to pursue an avenue for program continuation.

With a 353 grant during the 1997-98 funding year, we funded part of the supervisor's salary, travel, supplies, printing, partial secretarial help, and staff development. With 322 expansion money, we funded the staff salaries and we now have these funds rolled into our regular 322 project, thereby insuring program continuation.

Curriculum/Course Requirements:

Academic:

Students had to attend 90 hours of class instruction in the core high school academic subject areas, with the emphasis on English and Math. During the classes, students concentrated on learning the concepts of each discipline, and then spent individual and group time in learning and practicing applying the academic principles. The curriculum was chosen and developed and structured with the expected outcome that all students, upon graduation, were able to demonstrate the academic "soft skills" necessary to make a successful transition to post-secondary education/training or work.

In addition, to the 90 hours instruction, students were required to complete a Graduation of Portfolio Project. The Graduation Portfolio Guidebook is essentially a facsimile of the Life Skills curriculum of the Cumberland Valley

Adult High School Diploma Class, with a change in chapter headings and the addition of a "Computer Literacy" component.

Students enrolled in this program also attended a mandatory Personal Enrichment 10-hour workshop, over and above the 90 hours of classes requirement. This workshop, presented on two consecutive Saturdays, was presented by a certified trainer in "The 7 Habits of Highly Effective People."

The ABE counselor met periodically with all students on an individualized basis to provide support services and community referrals. In keeping with our School-to-Work system, the Counselor made work-based "job shadowing" experiences available to students who wished to experience various career pathways. These work-based opportunities were offered through our School-to-Work Partnership with the Schuylkill Chamber of Commerce and Schuylkill Employment and Training, our local Service Delivery Agency.

Core Academic Curriculum: The SCANS kit:

English Instructor: (emphasis on spelling, grammar, oral and written communication skills.)

SCANS Components:

1. Basic Language Skills: Spelling, Grammar, and Writing
2. Thinking Skills

Math Instructor: (emphasis on applied mathematics which included the basics of Algebra and Geometry)

SCANS Components

1. Basic Math Skills

2. Team Skills

Auxiliary Curriculum Materials:

Think Tank: Applied Communications

Think Tank: Applied Math

**These skills have been identified by the Secretary of Labor's Commission on Achieving Necessary Skills, usually known as the SCANS Committee.*

Suggested Class Time Frame:

5:00-6:00 Scheduled Student/Teacher Conferencing re. Portfolios

6:00-8:00 Math/English SCANS books

8:00-8:15 Break

8:15-9:00 Thinking/Team Components (Alternate weeks)

9:00-9:30 Individualized assignments/Student/Teacher Conferencing

Portfolio Completion Standards:

Life Skills:

1. Approved Format for Written Submissions

2. All work must be neatly typed (students may use the Computer Lab by appointment) and evidence correct grammar, spelling, syntax, and organization.

3. Students must be prepared to explain and answer questions concerning all written work, using good oral communication skills.

Timeline for Portfolio Completion

Social Studies: Fe. 25th

Health and Science Unit: March 30th

English Unit: April 30th

Math Unit: May 29th

Career Exploration Unit: June 5th

Staffing/Staff Responsibilities/Staff Development:

This program required the hiring of two additional staff members: one English, one Math instructor. The Program Supervisor, ABE counselor, and Workforce Education Instructor became part of the program team, but were already part of the Schuylkill Intermediate Unit's Adult Basic Education and Literacy Education staff.

Two certified teachers were recruited from among the participating school districts in the following disciplines: English and Math. Each instructor was hired for a total of a hundred and fifty hours(150). 90 classroom teaching hours; 40 hours individualized portfolio preparation consultations; 20 hours staff development, which included mandatory attendance at the Academic Integration Conference (assuring that the staff had a background in how to implement the School-to-Work/applied approach to instruction) held in Hershey.

The Adult Basic Education adult counselor devoted 50 hours to individualized/group educational and support services. The counseling component included two Saturdays of mandatory personal enrichment classes devoted to "The Seven Habits of Highly Effective People." The Counselor also arranged for a CPR instructor to deliver training at the Lifelong Learning Center one Saturday for the convenience of students and arranged for interested students to have a job shadowing experience in a chosen career path.

The Program Supervisor held staff trainings where the teachers were involved in learning the program rationale, reviewing the needs for individualized and group instruction; learning the contents and methodology involved in the core academic curriculum; and studying the contents and proposed methodology of the Graduation Portfolio Workbook. The Program Supervisor met bi-monthly and talked weekly with Sam Guber, Supervisor of the Cumberland Valley Adult Diploma Program.

The Workforce Education Instructor delivered an overview of the Computer Literacy component of the Graduation Portfolio Workbook. Students then were able to complete their computer work in the Lifelong Learning Center Computer Lab, with the Workforce Education instructor acting as facilitator.

Student Recruitment/Enrollment/Retention:

The Program Supervisor implemented a recruitment campaign beginning in November of 1997, with classes slated for start-up in December 1997. The campaign included the following: Page one newspaper feature story; TV/radio

public service announcements; letters to GED graduates; flyers distributed throughout the population of participating school districts;

This program planned to enroll 35 students. However, the program actually enrolled only 15, and graduated 12 adults in June of 1998. The staff analysis of our enrollment deficit indicated:

1. Although our Adult Basic Education funding officially began July 1, 1997, the actual contract was not received until late October 1997. Therefore, the publicity campaign could not begin until contract was received and accepted by the Board of Directors of The Intermediate Unit.
2. The publicity campaign was necessarily shortened to only one month (November-December) due to the lateness of the contract and the consortium approved, scheduled class schedule.
3. Beginning classes in the "holiday time" between Thanksgiving and Christmas, combined with the short recruiting time for a new concept community program, hurt student enrollment.

This retention rate for this pilot year class was 80%. For the three students who dropped out, two told the counselor that the work was too hard for them. The third student was put on night shift at his workplace. He asked to be notified when this year's classes begin so that he can continue this year.

Conclusions:

Using an 80% retention rate, and the 100% positive student approval rating as measured by counselor conferencing, we believe that this program is a strong addition to our program of literacy services. Given these two facts, combined with the enthusiasm for the program as expressed by the superintendents, curriculum specialists and the Boards of Education of the participating school districts, we believe that this program design deserves to be replicated in other rural areas where pooling of adult basic education resources will result in stronger programming and a greater potential targeted audience for increased educational options. In addition, the increasingly vocal cry for a better educated workforce that demands increased academic skills, abilities to solve problems and work on teams, leads us to believe that this program better answers the needs of many high school dropouts than a paper and pencil test which is the GED.

When the participating districts of the Lifelong Learning Consortium insisted on a minimum of 90 hours of academic instruction as a requisite for earning regular high school diplomas, Consortium members "didn't want to cheapen the high school diploma." The Program Supervisor was initially disappointed in this requirement and disagreed, considering that our Adult Basic Education Program serves many high school graduates who cannot do the work required of a GED graduate.

Also, original plans called for this project to more closely approximate the adult high school diploma program of our model, The Cumberland Valley High School. It was believed, during the program planning phase, that adults who could pass the entrance exam had no need of 90 hours of additional instruction. However, with our curriculum design utilizing individualized instruction which allowed for some students to go beyond that of a "general" curriculum, along with activities that called for team work on applied application of English and Math , we have come to believe that this program works as a great alternative to the GED. Since the new global workplace is challenging the very idea of a "general" curriculum, we believe that this School-to-Work curriculum is very much in tune with what educational reform is demanding.

Member districts of the Lifelong Learning Consortium insisted on a minimum age requirement of 21 years for students in the program. The individual consortium members all believed that allowing anyone younger than that to participate in a program of this sort might encourage students to drop out. However, our local military recruiters demonstrated that there are a number of drop outs who have a need of this type of program. For example, they introduced us to two students who were "emancipated" from their homes at the age of "17." (Due to domestic abuse.) These high school dropouts were separated from their high school schooling because they now had to work to support themselves. These two students were quite good academically, and

wanted to leave their dead-end jobs and enter the service with a chance for education, training, and a "real" career.

Although the Program Supervisor attempted to have two participating districts waive the age requirement, the effort was ineffective. The age requirement stayed. However, as our program demonstrates its effectiveness, we intend to once again try to change the stringency of our age requirement.

Fine Tuning the Program

This year, our core curriculum will be changed from SCANS kits, to PLATO instruction via the internet. We believe that the PLATO system will better meet individual needs of students, allowing students to proceed to the college level in the academic disciplines, and also involves individualized study of the "soft Skills" so important in the workplace and in students' lives.

Final Products:

1. 90 Hour Academic Curriculum
2. Life Skills Curriculum
3. Graduation Portfolio Guide Book

Recommendations

1. Allow for a student recruitment program that is at least 3 months long.
2. Lower age requirements of program.

Schuylkill / Northumberland

High School Diploma

Program for Adults

Student Graduation Portfolio Handbook

Members of the Schuylkill / Northumberland
Consortium for Lifelong Learning
1997 ~ 98 School Year

- Mahanoy Area School District •
- North Schuylkill School District •
- Pottsville Area School District •
- Shamokin Area School District •
- Shenandoah Valley School District •
- Williams Valley School District •

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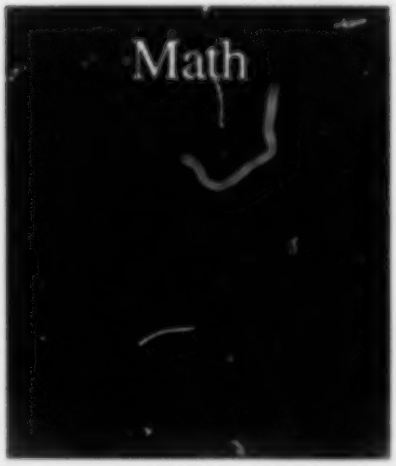

Instructor ..... *Ext* .....

1. All students use numbers, number systems and equivalent forms (including numbers, words, objects, and graphs) to represent theoretical and practical situations.

A. Demonstrate a basic knowledge of the metric system by solving selected problems.
B. Determine volumes of rooms in selected problems.
C. From a selected list find the cost per ounce of various items.

2. All students compute, measure and estimate to solve theoretical and practical problems, using appropriate tools, including modern technology such as calculators and computers.

A. Use a calculator to interpret pay stub deductions.
B. Use a calculator to compare the pay rates of two comparable jobs for regular time and overtime.
C. Use a calculator to compute a new base salary and overtime
D. Locate an article concerning the computer and write a paragraph concerning the impact of the computer on our society.

3. All students apply the concepts of patterns, functions and relations to solve theoretical and practical problems.

A. Use a bank interest schedule to determine the amount of interest paid on various types of loans.
B. Correctly complete a sample check.
C. Correctly compute a balance from a sample bank statement
D. Correctly complete a receipt form.

4. All students formulate and solve problems and communicate mathematical processes used and the reasons for them.

A. In relation to Consumer Economics and mathematics define the following: interest, loan, bank account, net, inflation, budget, and gross.
B. Explain deductible insurance by doing several selected examples.
C. Solve a set of common mathematical problems.

Math

Instructor ..... *Ext* .....

5. All students understand and apply basic concepts of algebra, geometry, probability and statistics to solve theoretical and practical problems.

A. Understand the advantages and disadvantages of credit buying by recognizing and computing interest rates from various types of credit sources.
B. Compute the additional finance charges to be considered in the puchase of a house or an automobile.
C. Demonstrate a practical use of geometry by solving a set of problems.
D. Demonstrate the ability to compute probability/odds.

6. All student evaluate, infer and draw appropriate conclusions from charts, tables, and graphs, showing the relationships between dataand real-world situations.

A. From selected types of advertisement provide examples of hidden costs.
B. Based on previous purchasing patterns, make estimations of different types of bills.
C. Find a graph and explain the various aspects of the graph.

7. All students make decisions and predictions based upon the collection, organization, analysis and interpretation of statistical data and the application of probability.

A. Research the purchase of at least two 'big-ticket' items and read and react in writing to the warranty claims.
B. To gain specific product knowledge, discuss service contract information with the salesperson.
C. Determine if the extended warranty offered on these items is a prudent purchase.

8. All students demonstrate their knowledge of principles of con sumer behavior as a foundation for managing available resources to provide for personal and family needs.

A. Understand a personal budget and learn quantity versus quality by doing comparison shopping at three different stores for five selected items.
B. In three different stores compare three cheaper cuts of meat as to quality and price.
C. Show the cost advantage of using a "kit".

English

Instructor ..... *Ext* .....

1. All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.

A. List all of the libraries located within your county.
B. Obtain a library card from a library within your county.
C. List services provided by a library within your county.
D. Using library facilities, obtain information on a specific topic.

2. All students read and use a variety of methods to make sense of various kinds of complex texts.

A. Select one emergency facility within your community and review its stated function, list its major sources of revenue, and write a short statement discussing its major service provided.
B. Contact and/or visit your school district office and after reading a copy of the budget list the three major areas of income and spending of your district. (You may wish to obtain a copy of the budget, but you do not have to do so to successfully complete this assignment.)
C. Acquire and complete both a tax exoneration and change of assessment form. (all forms)

3. All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.

A. Select one public health or welfare agency within your county and after gaining sufficient information about this agency write a short statement as to its function as it relates to your community.
B. Select a church within your community and after gaining sufficient information about this church be able to discuss its function as it relates to your community.
C. Obtain a timetable from an airline and after you have learned how to read it be prepared to demonstrate your ability to successfully plan a round trip from Harrisburg to some selected destination. (you may not use a travel agent or airline printout)

English

Instructor ..... *Ext* .....

4. All students write for a variety of purposes, including to narrate, inform, and persuade, in all subject areas.

A. After reviewing the basic recreational programs offered within your community, write a paragraph that describes how well your community meets the recreational needs of all its members.

B. In a well developed paragraph discuss your expectation for the community in which you live. Please discuss your expectations in regard to moral and educational values.

5. All students analyze and make critical judgments about different forms of communication, separating fact from opinion, recogniz ing propaganda, stereotypes and statements of bias, recognizing inconsistencies and addressing the validity of evidence.

A. Read at least two articles written for the editorial page on a subject of your choice. In short answer form, be able to identify the subject and present your opinion based on the information provided.

B. Read an article concerning the environment in a weekly news publication (Time/Newsweek/U.S. News and World Report) and orally summarize the article and state your opinion.

6. All students listen to and understand complex oral messages and identify their purpose, structure, and use.

A. View a local nightly news broadcast and determine an issue that directly relates to your community. From your notes present a summary of the material as presented in the newscast.

B. View a segment of The News Hour on PBS and from your notes present a summary of the issue discussed and offer your opinion.

C. Role play the ordering of a specific item on the telephone.

7. All students compose and make oral presentations for each academic area of study that are designed to persuade, inform or describe.

A. This assignment cannot be accepted until all materials in your Community Resource section have been completed. You will write a one paragraph paper of at least seventy-five (75) words based on the three things you have learned from completion of this section of the Adult Diploma Program. In addition, you must present an oral summary of your writing.

Social Studies

Instructor ..... *Ext* .....

1. All students demonstrate an understanding of major events, cul tures, groups and individuals in the historical development of Pennsylvania, the United States, and other nations, and describe themes and patterns of historical development.

A. List five basic rights found in the Bill of Rights of the United States Constitution and list at least one limitation of each of these rights. Be prepared to explain your answers.
B. List the rights of an accused person.
C. From a selected list of terms applying to rights and responsibilities of citizens, be able to define or explain meanings.
D. From a selected list of terms applying to local, state, and federal government, be able to define or explain meanings.

2. All students describe the development and operation of economic, political, legal and governmental systems in the United States, assess their own relationship to those systems and compare them to those in other nations.

A. List four responsibilities you may have as a citizen of your township.
B. List four responsibilities you may have as a citizen of Pennsylvania.
C. List four responsibilities you may have as a citizen of the United States of America.
D. In a short essay contrast these responsibilities with citizens of a specified nation.
E. Show proof of voter registration or correctly complete a registration form.
F. List the specific site where you vote.

3. All students will examine and evaluate problems facing citizens in their communities, state, nation, and the world by incorporating concepts and methods of inquiry of various social sciences.

A. List four services provided by your township, your county, the state, and the federal government.
B. In a short essay discuss one problem that is common to all levels of government.
C. List five educational opportunities provided by your school district in addition to elementary and secondary education.
D. Explain in writing the procedure for making a presentation to the school board.
E. Using a short essay format evaluate your school district.

Instructor ..... *Ext* .....

4. All students explain basic economic concepts and the development and operation of the economic systems in the United States and other nations, and make informed decisions about economic issues.

A. List three areas of taxation for each of the following: township, county, school district.
B. List ten examples of taxable income and five types of tax deductions for federal income tax purposes.
C. Using a specific problem, complete a 1040EZ income tax form.
D. Compare the rate of taxation between the United States and two other Western Economic communities.

5. All students demonstrate their skills of communicating, negotiating, and cooperating with others.

A. Using a personal problem or concern, contact (personally, phone, or write) the proper local or county agency for resolution.
B. Communicate with your state legislator about a concern, opinion, or problem.
C. Communicate with your Congressman or U.S. Senator about a concern, opinion, or problem.

6. All students will demonstrate that they can work effectively with others.

A. List the procedures for obtaining building permits in your township or borough.
B. Show proof of a common license (driver's, hunting, fishing, dog, etc.) and know how to obtain a driver's license as well as one other type of your choice.
C. List the various zoning requirements of your township or borough (residential, commercial) and obtain information on the requirements for special licenses or permits (soliciting, peddling).

7. All students will demonstrate knowledge of how laws are created on the local, state, and federal level.

A. Explain how a new township or borough ordinance could be enacted in the community in which you live.
B. List the county commissioners, sheriff, and judges for the county in which you live.
C. List the steps involved in amending the Constitution of Pennsylvania.
D. Describe the process for a bill becoming a law in the United States Congress.

Health & Science

Instructor ..... *Ext* .....

1. All students develop knowledge of injury prevention and treatment and the abiljty to respond appropriately in emergency situations.

A. Demonstrate an adequate knowledge of Cardiopulmonary Resuscitation for use in case of cardiac arrest.
B. Demonstrate and explain the Heimlich Maneuver. (to receive credit for A and B you must have a valid C.P.R. card)
C. Be able to recognize and treat the symptoms of shock.
D. Be able to recognize and treat different types of burns. (1st degree, 2nd degree, 3rd degree)
E. Be able to identify the two types of bleeding and how to effectively stop the flow of blood from both an artery or vein.
F. Demonstrate knowledge of poisoning prevention and treatment.
G. List the function and location of ten major organs.
H. List ten different medical specialities. Example: Pediatrics is the study of the treatment of children.

2. All students recognize and demonstrate the ability to apply dietary guidelines to meet nutritional needs at various stages of life.

A. List and explain at least 7 vitamins and their relationship to good general health. Example: "Vitamin A is needed for....".
B. Explain the importance of proper diet to good general health. (create a food pyramid)
C. Compile a list of eight common food additives and explain their role in food safety.
D. List the basic food groups that should be eaten every day.

3. All students demonstrate their knowledge of the benefits associated with physical fitness and good personal habits including promotion of disease prevention.

A. Understand the relationship of heart rate to physical condition.
B. Understand the relationship of blood pressure to good general health.
C. Understand the relationship of excess weight and its detriment to good health.
D. Explain how and why the heart and blood pressure are adversely affected by excess weight.
E. List and explain at least three virus-caused disease.
F. List four sexually transmitted diseases, and explain the basic measure of prevention and treatment for each.
G. List four ways that AIDS can be transmitted.
H. List and describe five mental and emotional disorders. Example: "Paranoia is...".
I. Demonstrate an understanding of self-destructive behavior and discuss possible causes and prevention and/or coping skills.

Instructor ..... *Ext* .....

4. All students identify the advantages of avoiding and develop the skills to avoid tobacco, alcohol, and substance abuse.

A. List at least five of the chemicals present in cigarette smoke.
B. Understand the cancer-causing effect of smoking on the lungs and heart.
C. Explain the danger and effects to the unborn by mothers who smoke during pregnancy.
D. Explain the cause and effect relationship of smoking and blood pressure.
E. List the phases of alcohol addiction.
F. Explain how different levels of blood alcohol effect the body.
G. Explain the danger of substance abuse from the use of marijuana, cocaine, and heroin.
H. What is a 12 step treatment program? Name and explain.
I. What is the blood alcohol level at which you are considered impaired to drive?

5. All students demonstrate individual development in motor fitness and physical fitness including aerobic fitness and skills in lifetime sports and outdoor activities to promote life long physical activity.

A. In a short answer describe how physical activity can improve the quality of life.
B. List five lifetime leisure activities and show evidence of your participation in one of them.

6. All students demonstrate their knowledge of basic child health and child care skills.

A. Describe several methods of rescue that can be effected without entry into the water.
B. Write a paragraph discussing the three advantages for learning to swim at an early age.
C. Explain how a person might be placed in jeopardy by water. Example: flood.
D. List three diseases most common to children and discuss their treatment.
E. Explain the difference in medication types and dosage requirements for children.

7. All students demonstrate their knowledge of cancer prevention and early detection.

A. List the seven danger signals of cancer.
B. Compile a list of eight vocabulary words dealing with cancer and its treatment. This would include such terms as benign, malignant, etc.. Explain each term.
C. Know five basic facts of cancer prevention.

Careeer Exploration

Instructor ..... *Ext* .....

1. All students explore the multiple purposes of work and the range of career options including entrepreneurship, and relate them to their individual interests, aptitudes, skills and work-related values.

A. Complete chart #1 to demonstrate your knowledge of diverse sources of job information and possible employment opportunities. Write a short paragraph discussing which you feel is the most important.
B. Complete chart #2 by researching four different occupations.
C. Complete chart #3, and be able to recognize the differences between state, private, and temporary employment agencies.
D. Using the GIS, Discover, APTICOM, or any other search system, explore at least one module (career or college). Produce your printed results for review. (These systems are located in your local high school, library, or employment bureau.)
E. Research a union, your own or another, and write a paragraph detailing its purposes, benefits, and obligations as well as your opinion as to how it fulfills these specific areas.

2. All students assess how changes in society, technology, government and the economy affect individuals and their careers and require them to continue learning.

A. Describe in detail at least six attributes and skills that may lead to promotion in the work place.
B. Write a paragraph on how computers and technology have changed either your present job or the world of work in general. (please use specific details for support)
C. List ten major obstacles to success in employment.
D. Using the "Occupational Outlook Handbook" list four areas for employment that are predicted to increase and four areas of employment that are predicted to decline through the year 2005.
E. What is "ISO 9000" certification? (Answer may be presented orally or in written form.)
F. List the efforts you have made over the last three years to upgrade your knowledge and skills in an attempt to remain competitive in the job market. Write a short statement on why you feel it has been important for you to do so.
G. Complete chart #4 listing at least four agencies that assist "non-traditional" adult students to either return to school or receive additional job training.

Careeer Exploration

Instructor ..... *Ext* .....

3. All students understand and demonstrate the importance of relat ing their academic and vocational skills-for example, interviewing, creative thinking, decision making, problem solving, understand ing and giving written and oral instructions- to their ability to seek, obtain, maintain and change jobs.

A. Complete a computer assisted Career Exploration essay "CHOICES".
B. Demonstrate your ability to read and interpret a want ad from your local paper by attaching the ad to a well written paragraph which includes:
   1) A description of the job.
   2) What the qualifications are.
   3) What you would do to pursue this job.
C. Use correct business letter format to request an interview for "A".
D. Complete a job application in full.
E. Write a resume of your employment history, education, skills which would be presentable to an employer. Any format is permissible. Your local library is a good resource for this.
F. Write a follow-up letter to a job application that has not been acknowledged. Discuss in a short paragraph why this is important to do.
G. Write a follow-up letter to a fictional job interview. Why is this form of "thank you" an important step in the job search process?
H. Complete chart #5 on proper behavior in employment.
I. Complete chart #6 listing the advantages and disadvantages of part time versus full time employment.
J. List and describe in detail the steps you would take to find, or change, employment. (List at least 8 steps)
K. Discuss in paragraph form the interview process. Address such topics as proper dress, attitude and preparation.
L. Write out 10 possible questions that might be asked in an interview and prepare an answer for each.

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For program information or an application call The Lifelong Learning Center,
Schuylkill Mall, Frackville, PA at (717)-874-0137 ext. 37.